

Maximizing Title I and IIA Funds to Improve Elementary Literacy Instruction

Spring ESE Statewide Conference
June 5, 2017

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION



Introductions

- ★ Kristin Dykstra, Director of Curriculum, Instruction, and Assessment
- ★ Cynthia Fuller, Grade 2 Classroom Teacher
- ★ Elizabeth Riccio, Grades 2 and 3 Literacy Specialist

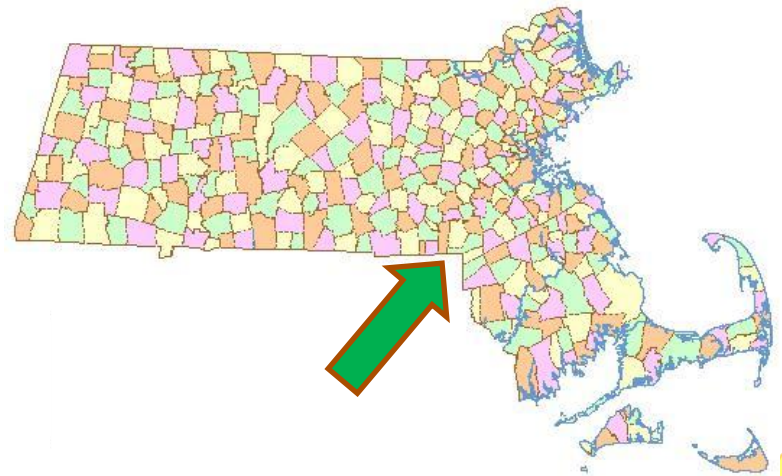
Agenda

- ★ Historical Perspective
- ★ Current Grant Use
- ★ Looking to Next Year



Wrentham Public Schools

- ★ PreK through Grade Six District
 - ★ Grade seven combines with Norfolk and Plainville at King Phillip Regional
- ★ 1044 students
 - ★ 38 Title I (G2-G3)
 - ★ 102 Free Lunch (K-6), 17 Red Lunch (K-6)
 - ★ 16 ELL (K-G3), 3 FLEP (G4-G6)
 - ★ 179 SpEd, 6 Out-of-District SpEd
- ★ 94 Unit A educators
- ★ 47 Unit B paraprofessionals
- ★ 7 administrators



Timeline of Change

Fundations
- Double Dose
ELA Consult
- Rdg Maps

New Supt
ELA Consult
- F&P BAS
- 2 writing
programs



Prior to 2014

2014-2015

2015-2016

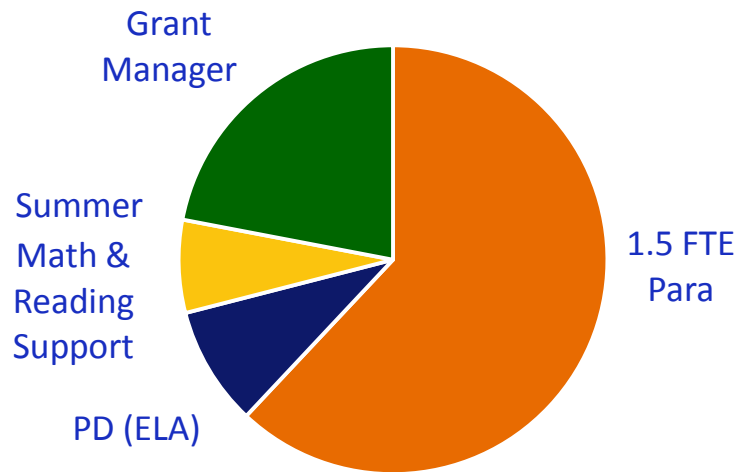
2016-2017

2017-2018

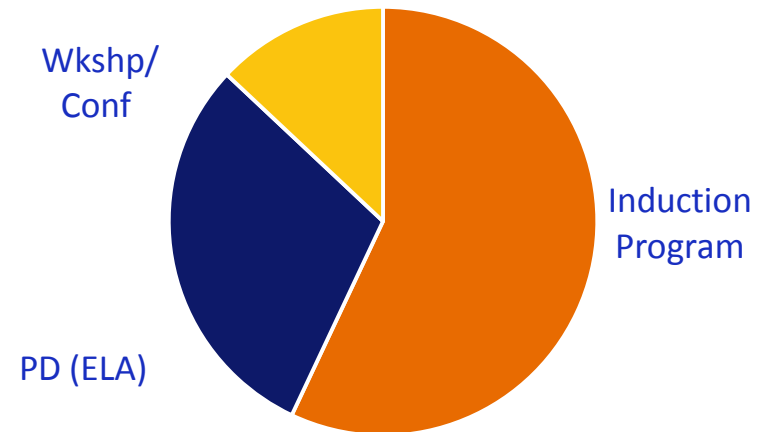


2014-2015 Title I and IIA

Title I – \$41,648



Title IIA - \$15,362



Carried over into Year 2 of FY15 Grant



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Lit Specialists
- LLI groups
Writer's Wksh
- Calkins' UoS



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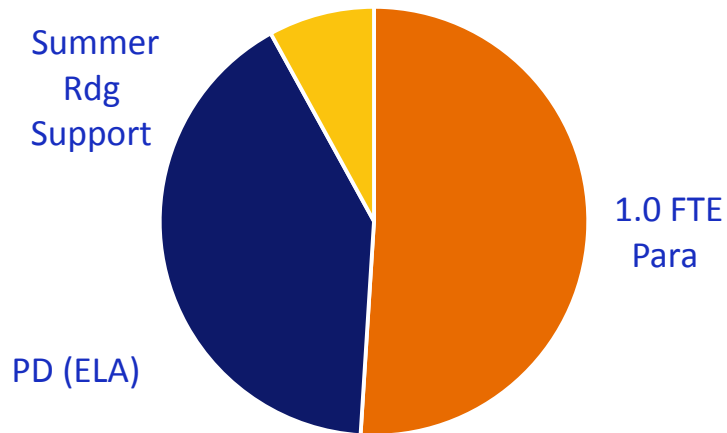
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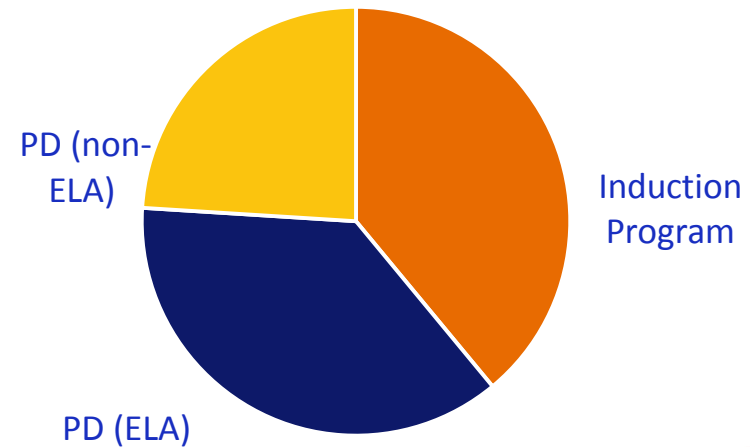


2015-2016 Title I and IIA

Title I – \$35,553



Title IIA - \$15,304



Shift in Title I Grant Focus

Prior to FY16

- ★ Students in grades 1-3
- ★ Literacy and math
- ★ Multiple paraprofessionals
- ★ Summer support organized by students' reading and/or math needs

FY16 to Present

- ★ Students in grades 2-3
- ★ Literacy only
- ★ One paraprofessional
- ★ Summer support organized by students' reading levels (F&P BAS)
- ★ Professional development for teachers (also supported by Title IIA funds)



Implementation Changes

★ Paraprofessional

- ★ Grade 2: Foundations' Double-Dose and in-class literacy support
- ★ Grade 3: In-class literacy support

★ Student Selection and Monitoring

- ★ Grade level meetings
- ★ Student data
- ★ Teacher observations

★ Summer Program

- ★ Rising grades 2 and 3 students
- ★ Students in LLI groups during trimester three are invited first
- ★ Ten 1-hour LLI sessions in five weeks



Professional Development

★ Teacher-Identified Needs

- ★ Deeper understanding of frameworks
- ★ Instructional strategies
- ★ Common approach throughout district

★ Purchased Lucy Calkins' Units of Study for Writing

★ Partnered with Teaching and Learning Alliance

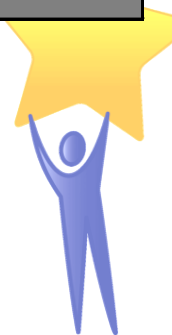
- ★ Model lesson
- ★ Unpack three text type units
- ★ Lesson study
- ★ In-class coaching



Writer's Workshop PD Plan with TLA

As of 2-13-16	K	1	2	3	4	5	6
Launch Unit	10/6 - AM	10/6 - PM	10/7 - PM	10/7 - AM	10/8 - PM	10/8 - AM	9/29 - PM
Demo Lesson; Narrative	11/5 - AM	11/5 - PM	11/4 - PM	11/4 - AM	11/10	10/28	11/19
Co-Plan/Teach/Reflect Lesson; Narrative	12/1 - AM	12/1 - PM	12/2 - PM	12/2 - AM			
Begin Informational			January 19 Staff Development Day				
Co-Plan/Teach/Reflect Lesson; Finish Informational	2/24 - AM	2/24 - PM	2/10 - PM	2/10 - AM			
					2/11 - PM	2/11 - AM	
					3/1 - AM		3/1 - PM
In-Class Coaching			March 16 and 17				
Begin Opinion/Argument			March 24 Staff Development Day				
In-Class Coaching	March 29 and 30				April 6, April 28, and May 4		
Co-Plan/Teach/Reflect Lesson; Finish Opinion	4/12 - AM	4/12 - PM	4/13 - PM	4/13 - AM			

Reader's Workshop Lab Teachers (FY17 Pilot): June 22, 2016



Teacher Feedback

Reading Support

- ★ Strongly Agree or Agree:
 - ★ Students' skills, accuracy, fluency, and comprehension improved
 - ★ Students' stamina increased
 - ★ Students' enjoyment for reading increased as the year progressed
- ★ Want to try Reader's Workshop and improve scheduling of LLI groups

Writing Professional Development

- ★ Students enjoy writing 😊
- ★ Time with TLA consultants and colleagues increased understanding of the writing standards and Calkins' Units of Study for Writing
- ★ Confidence increased
- ★ Need more support with scoring rubrics and using the student work to inform instruction



Parent Feedback

- ★ Reading feedback mimicked teacher feedback
- ★ Appreciative of summer support

Student Learning

		Grade 2		Grade 3	
Domain	Assessment	Aggregate	Title I	Aggregate	Title I
Reading	STAR Reading	67	69	67	69
	F&P Benchmark	52	55	52	76
Writing	Narrative On-Demand	54	36	52	44
	Informational On-Demand	51	42	50	32



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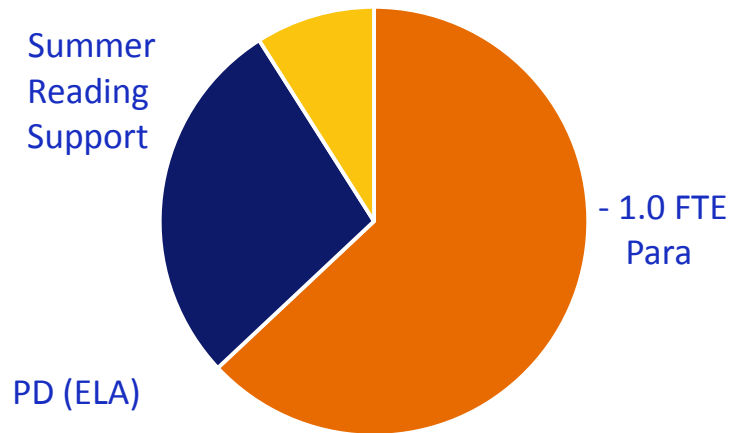
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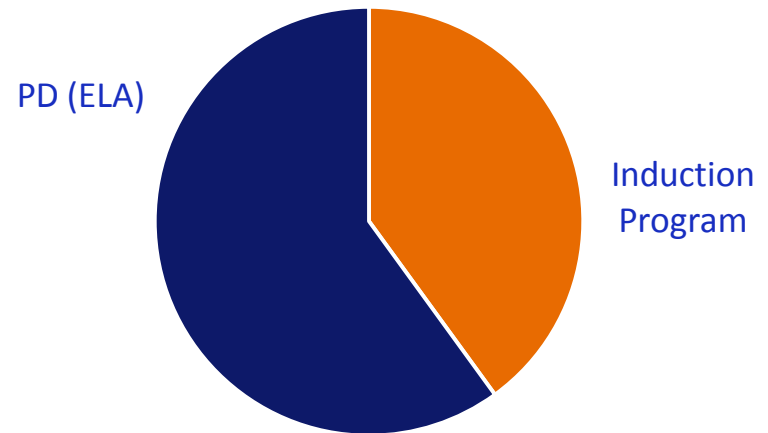


2016-2017 Title I and IIA

Title I – \$30,399



Title IIA - \$15,020



Professional Development

Writing

- ★ Student Work
 - ★ Score using rubrics
 - ★ Use to inform instruction
- ★ Lesson study
- ★ In-class coaching
- ★ Learning walk

Reading

- ★ K-5 Pilot (Lab Teachers)
 - ★ 18 Teachers
 - ★ Sessions grouped by grade spans
 - ★ Lesson study / in-class coaching
- ★ Lab Visits (Other Colleagues)



Literacy PD Plan with TLA

As of 10/21/16	K	1	2	3	4	5	6
G2 & G3: Student work to inform instruction; G4-G6: Lesson Study			10/4 (AM)	9/28 (AM)	9/27 (AM)	9/21 (AM)	9/21 (PM)
Reader's Workshop	9/28 (PM)		10/4 (PM)		9/27 (PM)		
K: Yearly Plan & Centers; G1 & G4-G6: Student work to inform instruction	10/11 (AM)	10/11 (PM)			10/11 (0.33 of day per grade)		
In-Class Coaching	10/26 (AM)		10/25 (AM)				
Reader's Workshop	10/26 (PM)		10/25 (PM)		10/27 (PM)		
Student work to inform instruction	11/8 (0.25 of day per grade)				11/8 (0.33 of day per grade)		
Conferring					11/15 (PM)	10/27 (AM)	11/15 (AM)
In-Class Coaching	1/17 (AM)		1/11 (AM)		2/2 (all day) and 2/7 (AM)		
Reader's Workshop	1/11 (PM)		1/17 (PM)		1/12 (PM)		
Learning Walk	3/1 (AM)		3/2 (AM)		1/12 (AM)		
Reader's Workshop	3/1 (PM)		3/2 (PM)		2/7 (PM)		
TBD based on grade-level needs	3/17 (0.25 of day per grade)				3/17 (0.33 of day per grade)		
Reader's Workshop Lab Visits		4/4 (all day)			5/17 (all day)		

Reader's Workshop Lab Teachers (FY18 Pilot): June 22, 2017



Grades 2 and 3 Writer's Workshop Learning Walk

Time	Location		Process
8:15 – 8:45	Annex Conference Room		Preview: LWT members (“visitors”) meet to review protocol and elements
8:45 – 9:30	<i>Team A</i> 1-Danielson 2-Rosenkranz	<i>Team B</i> 1-Sabatini 2-Adiletto	LWT visits classrooms <i>Team A:</i> Donaldson, Jeffries, Jones, Wagstaff, Ahern, Maze-Hsu <i>Team B:</i> Crabtree, LaVigne, Riccio, Tufts, Cameron, Dykstra
	1-Fuller 2-Shaw	1-Hanewich/Dwyer 2-Young	
10:15 – 11:00	Annex Conference Room		Reflection: Learning walk team

Grades K & 1 and 4-6 had their own Learning Walks facilitated by their TLA consultants.



The Learning Walk Teams:

Recorded Evidence of Writer's Workshop Elements

- ★ Structure and Community
- ★ Materials
- ★ Explicit Teaching of Writing Strategies in Focus Lessons
- ★ Independent Writing
- ★ 1:1 and Small Group Conferences
- ★ Whole Group Share

Reflected On...

- ★ Lessons We Saw
- ★ We Observed and Noticed
- ★ We Loved
- ★ We Wondered
- ★ Next Steps/Suggestions for Refinement
- ★ We Learned



The School:

- ★ Received a PowerPoint containing photos and text capturing the observations and reflections of the Learning Walk Team.
- ★ Reviewed the entire PowerPoint with slides set on a timer.
- ★ Reviewed sections of the PowerPoint in small groups and reflected on how Writer's Workshop supports Wrentham's Core Values as well as Social Emotional Learning.



Grade 2 Reader's Workshop Lab Visits

Team	Time	Location	Process
Grade 2 Adiletto, Fuller, Keefe, LaVigne, Morgan, Rosenkranz, Young, Riccio	8:05 – 8:30	Annex Conference Room	Preview
	8:30 – 9:05	Fuller and Riccio	Observe RW
	9:05 – 9:35	Annex Conference Room	Reflection

Each grade, kindergarten through grade 6, participated in a Lab Visit facilitated by their TLA consultant.

Reflection topics varied per grade, but primarily drew connections between Reader's and Writer's Workshop, as well as the Calkins' Units of Study for writing and reading.



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Indpt Rdg (4-5)
Reader's Wksh
- Grades K-3
- Pilot (4-5)



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